DOCUMENT RESUME

ED 384 337 IR 017 136

TITLE	The Fax! Programme: Three Years of Experimentation (June 1989-October 1992). The Fax! Newspaper: A Teaching Aid for Opening up to Europe.
INSTITUTION	Council for Cultural Cooperation, Strasbourg (France).
REPORT NO	ISBN-92-871-2412-4
PUB DATE	94
NOTE	77p.
PUB TYPE	Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Facsimile Transmission; Foreign Countries; Multilingual Materials; *Newspapers; Production Techniques; *Program Development; Program Effectiveness; Secondary Education; *Student Developed Materials; *Student Publications
IDENTIFIERS	*Europeans

ABSTRACT

"fax!" is a European educational program which encourages European schoolgoers to participate in media production at the European level by enabling them to produce a multi-lingual newspaper by fax. The project entails a diversified range of activities in accordance with the teaching objectives and strategy of the school itself: educational technology, the fostering of an awareness of Europe and media studies. The three years of experimentation are outlined: background; project development (November 1989-August 1992); the transition from project status to a program with its own management structures; methodology and planning; the working environment; and a discussion on how to participate in "fax!." The benefits of the program include helping students develop a critical attitude towards the media, providing a lesson in responsibility, and making communication accessible. Appendices include: the "fax!" charter; the principle links in Europe; issue themes and languages used in "fax!"; project scope and development; publication techniques; sample data sheets; examples of collaboration and similar experiments; resources, references, and tools; and press coverage. (AEF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

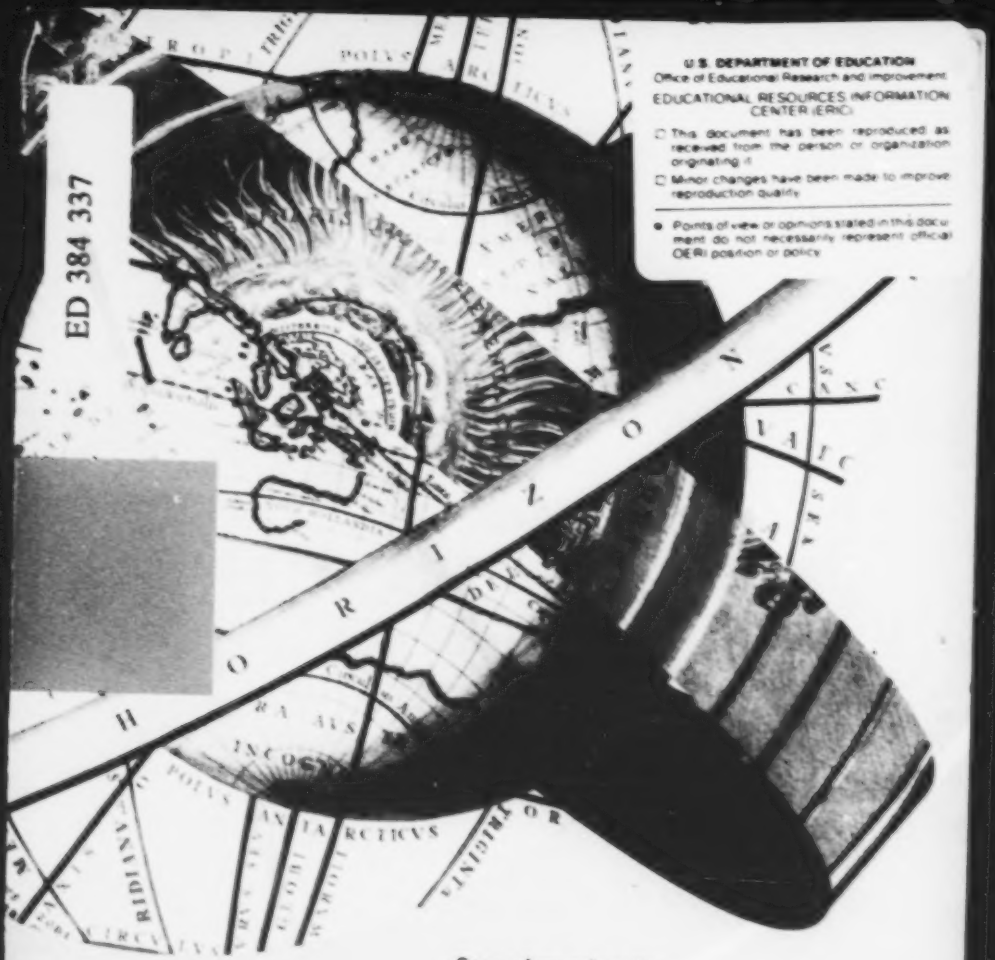
ED 384 337

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



Secondary education

The fax ! programme

IR017136

Council of Europe
Conseil de l'Europe

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

N. Borch-Jacobsen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The fax ! programme

Three years of experimentation
(June 1989-October 1992)

The fax ! newspaper
A teaching aid for opening up to Europe

Jean Agnès, Programme Co-ordinator
Ministry of Education and Cultural Affairs, France
CLEMI (Education and Media Liaison Centre)

A Secondary Education for Europe
Council for Cultural Co-operation

Council of Europe Press, 1994

French edition:
Le programme fax !
ISBN 92-871-2411-6

Publishing and Documentation Service
Council of Europe
F-67075 Strasbourg Cedex

ISBN 92-871-2412-4
© Council of Europe, 1994
Printed in Germany

The **Council of Europe** was founded in 1949 to achieve greater unity between European parliamentary democracies. It is the oldest of the European political institutions and has 32 member States,[1] including the 12 members of the European Community. It is the widest intergovernmental and interparliamentary grouping in Europe, and has its headquarters in the French city of Strasbourg.

Only questions related to national defence are excluded from the Council of Europe's work, and the Organisation has activities in the following areas: democracy, human rights and fundamental freedoms; media and communication; social and economic affairs; education, culture, heritage and sport; youth; health; environment and regional planning; local democracy; and legal co-operation.

The **European Cultural Convention** was opened for signature in 1954. This international treaty is open to European countries that are not members of the Council of Europe, and it enables them to take part in the Organisation's programmes on education, culture, sport and youth. So far, 38 States have acceded to the European Cultural Convention: the Council of Europe's full member states plus Albania, Belarus, Croatia, the Holy See, Latvia, Russia, Slovenia.

The **Council for Cultural Co-operation** (the **CDCC**) is responsible for the Council of Europe's work on education and culture. Four specialised committees – the Education Committee, the Standing Conference on University Problems, the Culture Committee and the Cultural Heritage Committee – help the CDCC to carry out its tasks under the European Cultural Convention. There is also a close working relationship

1. Austria, Belgium, Bulgaria, Czech Republic, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, San Marino, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom.

between the CDCC and the regular conferences of specialised European ministers responsible for education, culture and cultural heritage.

The CDCC's programmes are an integral part of the Council of Europe's work, and, like the programmes in other sectors, they contribute to the Organisation's three over-arching policy objectives for the 1990s:

– the protection, reinforcement and promotion of human rights and fundamental freedoms and pluralist democracy;

– the promotion of an awareness of European identity;

– the search for common responses to the great challenges facing European society.

The CDCC's education programme covers school, higher and adult education, as well as educational research. At present, its main priorities are projects on: the European dimension of secondary education; university co-operation; adult education and social change; modern languages; and the pooling of the results of educational research.

In 1991, the Council for Cultural Co-operation of the Council of Europe launched a Project entitled "A secondary education for Europe". The aims of the Project are to:

i. give young people the knowledge, skills and attitudes they will need to meet the major challenges of European society;

ii. prepare young people for higher education, and for mobility, work and daily life in a multilingual and multicultural education;

iii. make young people aware of their common cultural heritage and their shared responsibilities as Europeans.

This Project has two elements: the first devoted to reflections and consultations between the member States on the overall policies and strategies, and the second on The European dimension in the school curriculum.

The aim of this series of monographs is to present succinctly either practical experiences of integrating the European dimension into school or out-of-school life, or examples of contents or themes which could be the basis of reflections or discussions for teachers.

Since the aim of these monographs is to give rise to discussions and exchanges of views, the opinions and judgments contained in them are those of the authors and do not necessarily reflect the official policy of the Council of Europe and its Council for Cultural Co-operation on the subjects dealt with.

List of monographs

- Teaching about society, passing on values – Elementary law in civic education
  ISBN 92-871-2300-4
- Dostoyevsky and Europe
  ISBN 92-871-2277-6
- European Clubs
  ISBN 92-871-2281-4
- Teaching for exchanges – Aims and ways of teacher-training
  ISBN 92-871-2279-2

The opinions expressed in this work are those of the author(s) and do not necessarily reflect the official policy of the Council for Cultural Co-operation of the Council of Europe nore of the Secretariat.

All correspondence concerning this publication or the reproduction or translation of all or part of the document should be addressed to the Director of Education, Culture and Sport of the Council of Europe (F-67075 Strasbourg Cedex).

The reproduction of extracts is authorised, except for commercial purposes, on condition that the source is quoted.

Table of contents

Page

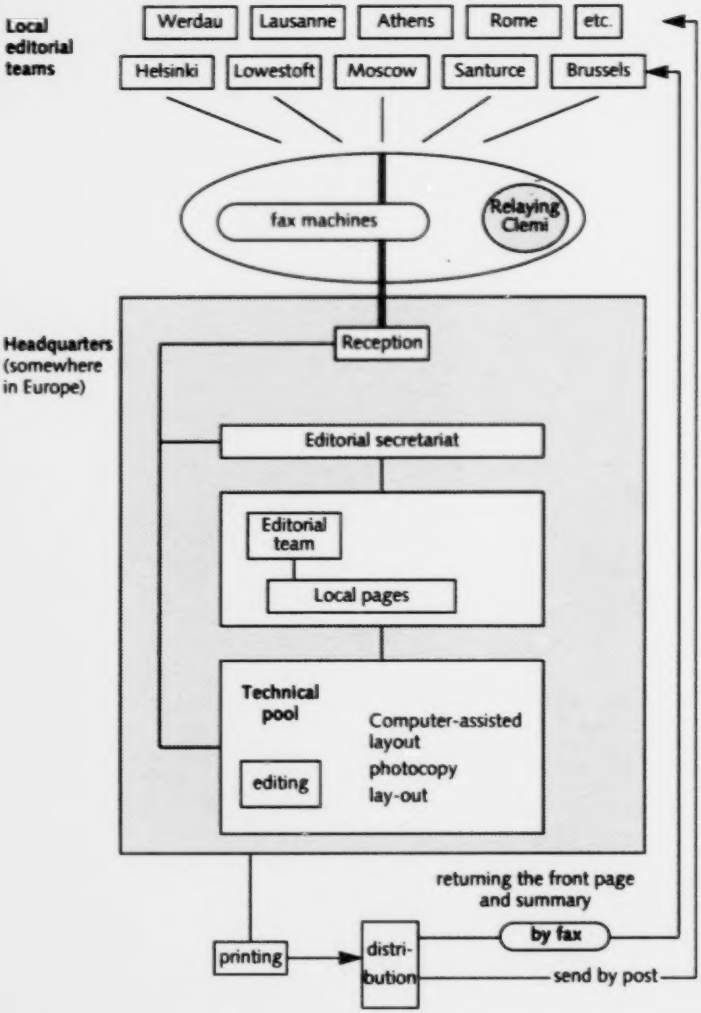
Introduction 11
1. A programme for Europe 11
2. The educational dimension of the project; use of "new media" 13

Three years of experimentation 17
1. Background 17
2. Project development: November 1989-August 1992 20
3. Tuning in to our times 27
4. The working environment 31
5. How to participate in **fax!** 41

An evolving, productive model 45
1. Learning through the media 45
2. Building Europe together 49
3. An accessible medium 51
4. Initial evaluation and outlook 53

Appendices
Appendix I : The **fax!** charter 57
Appendix II : The programme's principal links in Europe 61
Appendix III : Issue themes. Languages used in **fax!** ... 63
Appendix IV : Project scope and development 65
Appendix V : Publication techniquees used for the **fax!** newspaper 67
Appendix VI : Sample data sheets 69
Appendix VII : Collaboration; similar experiments 71
Appendix VIII : Resources: references, tools 75
Appendix IX : Press coverage 79

fax! organisation



Introduction

How can education take on board new ways of being, new ways of accessing knowledge associated with the computerisation of society and increased exposure to the media? How can young people be trained in the skills they will require in this media-rich environment, so that they are prepared for their future? In the field of media education, the fact of producing something themselves can be crucial in enabling young people to understand the new forms of logic – if production takes place under genuinely educational conditions.

This approach is precisely what the **fax!** project attempts to embody. **fax!**, the European fax newspaper, is a stimulating, dynamic experience combining rapid mastery of skills and concepts with the gratification of seeing a concrete end-product. It was originally conceived as an experiment bringing new research findings and innovative experiments into the use of the media in schools. The initial results were sufficiently encouraging to prompt the setting up of the "**fax!** programme". Since 1989, thousands of school-goers all over Europe have participated in producing **fax!** with the help of teachers, special instructors, research assistants, businessmen and journalists.

1. A programme for Europe

fax! is a programme which encourages European school-goers to participate in media production at European level by enabling them to produce a multi-lingual newspaper by fax.

It is a project-focused programme, based on a network and a timetable, entailing both theory and practice on an ongoing basis. The programme is of an educational nature. Content is the important thing: getting young people to put information together in the school, in order to produce an international newspaper, and putting them into communication situations

that will push them into writing. The programme entails a methodological environment all its own. The **fax!** logo conveys the technology through which exchange takes place, in the symbolic context of the stars and colours of the European flag; the exclamation point is there to indicate both the educational character of the project and the enthusiasm of its young participants.

The magazine is European: conceived out of European meetings, it is developing through the pooling of European efforts. The European area covered by the young participants takes in the countries of the Council of Europe and, as Europe continues to open up, it is extending to other countries of the European continent.

The magazine as a group project

The **fax!** project centres on a real school's newspaper: a young people's newspaper on an international scale. **fax!** is decentralised: it is the result of local initiative: local organisers are in charge of their own project. Any issue of **fax!** can be put together anywhere in Europe. In order to ensure a degree of continuity from issue to issue, a framework has gradually taken shape. It consists primarily of a network of correspondents supported by institutional links and by instructors (teachers, journalists). The important thing is to see the newspaper's production process successfully carried through to completion: the whole production chain, from conception to distribution, is in itself an educational exercise.

Youth communication in Europe

fax! is thus a teaching aid: the real situations to which the programme gives rise are in fact educational situations involving new technologies, media, languages, research and information processing. Education in Europe is taking place through a growing exchange network and through shared reflection on the themes brought up in every issue.

The programme constitutes a permanent forum for European youth. It is young people themselves who contribute the information, and they have their own contributions to make in building Europe. It is also a platform for intergenerational dialogue among those involved in media education throughout Europe: between young people and those professionally involved in the media, cultural organisations and educational institutions.

A pilot project

The project has grown very rapidly since 1989: in France alone, for example, there were five issues the first year, eleven the second, and fifteen the third, not to mention those produced in other countries, local initiatives and other projects along the same lines. The project is engendering a growing number of similar experiments. The programme entails concrete, quantifiable action, work within a time frame, and an end product for distribution. It generates a set of concrete activities geared to Europe and constitutes a turntable for the spread of ideas.

At the same time, it is a focal point for interchange, symbolising the pooling of resources among educators in different countries, and provides an opportunity for joint research. The programme arose out of reflection on possible applications of telematics in the field of European youth communication. It complements other initiatives in the field of technology/utilisation. It is a pilot project entailing active research in tune with other media education projects. An analysis of the project will make it possible to draw methodological conclusions so as to suggest one or more models applicable in different situations.

2. The educational dimension of the project; use of "new media"

The project entails a diversified range of activities in tune with the teaching objectives and strategy of the school itself:

educational technology, the fostering of an awareness of Europe, media studies.

Educational technology

In order to produce the newspaper, participants must engage in a number of activities:

– linked to the use of technical means for the production and exchange of information (access to tools and equipment; international exchange); the newspaper project may arise as a result of the computerisation of the school or, conversely, may prompt the school to invest in computers;

– linked to the production of news by young people themselves. The project is an education/information tool; putting a newspaper together (from conceptualisation to distribution) entails different types of work: understanding information systems, a range of press-related skills (sourcing, circuits, networks, research, information processing; write-up, layout, print-out, etc.).

Each issue is an event in itself, directly experienced by the participants and placing them in direct contact with the media: a living exercise in participation in current affairs.

The programme remains linked into the use of other technologies (other telematic networks, but also radio) to link schools throughout the world; it takes account of developments both in technology and in its applications.

Increasing awareness of Europe

From its inception, **fax!** defined itself as a European newspaper and rallied teams around the theme of Europe. Indeed, **fax!** is an educational platform for increasing cultural awareness of Europe. It provides scope for communication between young Europeans and positive action. It is also an educational tool promoting European citizenship. These are the underlying principles of the experiment, which is based on a shared

desire to build a new Europe. The European dimension of the **fax!** project stems from three areas of activity in schools: work on content, applied languages and practical exchange.

Media education

fax! is a sort of crossroads in young people's approach to media studies, a concrete link between those responsible for media studies projects. The essence of the project is to create holistic situations where the very concept of "media" is put to the test. The project necessitates an exploration of, and attempt to integrate, the various dimensions of the media. "External"-type responses must be countered with a set of "internal" ones, with the medium itself becoming an integral part of the questioning process. The main point of the project is its educational value: first and foremost, the aim is to grasp what "the media" actually are.

– Participants familiarise themselves with media parameters as they work. This active principle is based on the idea that the training should respond to questions arising from the media environment itself, not in a confrontational or defensive way, but in a manner directly attuned to the object of study.

– The media "product" is the tip of the iceberg – the visible aspect of this educational project, "authenticating" (both for participants and for the readers) the educational activity that has gone into it.

15

fax ! is a European educational programme

fax ! is a co-ordinated venture involving a time frame, technical back-up and a learning experience. It is an educational activity, with content as its most important aspect, the aim being to encourage young people to produce news for an international newspaper at school, so that they acquire an increased understanding of the media, and to encourage exchange within Europe. **fax !** is a European initiative.

A newspaper
- a network of correspondents
- institutional links-ups
- instructors : teachers, journalists

Towards increased awareness of Europe, through a situation of real communication

Entailing work involving
- the search for information
- conceptualisation
- European languages
- the educational content of the theme of each issue

An ongoing project: the project is developing rapidly (fax ! started in France, then spread to other European countries; there are also "spinoff" projects)

A project with a snowball effect: the project is prompting a growing number of experiments along similar lines

Local educational action

- fax ! involves a team, a project and educational work at a number of levels, entailing different disciplines
- It involves genuine media and work with media professionals and journalists

fax ! also involves research
- active research linked with other approaches to media studies,
- the aim being to suggest one or more models transferable to different situations

The work entailed in putting the newspaper together ("live" transmission) gives rise to concrete answers to questions relating to "educational renewal" (that is, giving new sections of the public access to new information) on different planes, for both teachers and pupils. The questions concern, for instance, motivation ; an authentic communication situation (the real constraints inherent in the newspaper) ; the return of material for proof-reading ; interaction and dialogue ; "success teaching" ; methodological research ; structuring time and space ; reading/writing ; language learning ; new technologies.

16

BEST COPY AVAILABLE

Three years of experimentation

1. Background

What was originally the "**fax!** project", and eventually became the "**fax!** programme", arose out of a particular set of circumstances: in 1989, ways of using, in the educational context, the new opportunities being thrown up by the rapid spread of fax machines among the general public were being looked into. The original idea was to produce something concrete by combining a youth newspaper with international exchange. The occasion chosen was the invitation to Scola 89 (European Education Exhibition), Rennes, France, in connection with which the directors of Clemi (Education and Media Liaison Centre – Ministry of Education, France) conceived and set to work on the "first" European junior fax newspaper.

The context

fax! made its appearance at a time when there was a favourable combination of circumstances: a spurt in industrial growth (acceleration in the spread of fax machines between 1986-89) coinciding with new thinking from education authorities in Europe (as reflected *inter alia* at the Council of Europe CDCC seminar "*Using the new technologies to create links between schools throughout the world*", Exeter, 1988). The project was enthusiastically supported by both teachers and pupils seeking an efficient, concrete support service for their own aspirations.

Teaching applications of the new technologies: telematics in schools

At the planning stages, work focused on the educational potential of the new technologies, and specifically on telematics as a means whereby young people could produce and

17

exchange information: the idea was to produce a newspaper by transmitting articles, and even full pages, by fax.

The project arose out of a Clemi project to increase awareness of telematics and of videotext in particular (1985-89). Fax offered new possibilities. It was time to think on a bigger scale, in international, decentralised terms, and to harness experience for a longer-term approach.

Fax is a specific application of telematics, combining telecommunications and computerisation. Distant machines transmit and receive whole pages via the existing telephone network, and at moderate cost, even over great distances. The process makes it easy for those participating to do their text and image layout, and offers great flexibility because of the various possibilities of telematics.

As a means of bringing new technology into the field of education, **fax!** avoids both "state of the art" technology (such as satellite relays or layout done by teleprocessing, available more in theory than in practice) as well as technology which is currently only in its infancy (such as interactive technology). **fax!**, by contrast, is accessible to a very wide public through the use of current, thermal-paper fax machines, which can be found anywhere and which have maximum compatibility.

International exchange

The project is a response to an expectation: it facilitates and sustains exchange and exchange projects arising from a shared European aspiration, and gives rise to a variety of activities compatible with curricula and covering different European themes (the subjects of the exchange) and different languages spoken in Europe.

A short history of the beginnings of **fax!**

Initially it seemed almost out of the question that such an idea could be put into practise. The project would have to be

thought out, potential participants won round, a countdown arranged. Yet response surpassed our expectations, and left us wondering how to respond to this movement of hope and how to follow it through.

One day's experience

3 November 1989: 30 teams of secondary school students in a dozen European countries liaised with Scola 89's "Young People's European Area" at Rennes to produce the "first European junior fax newspaper".

June 1989: Clemi-based instructors approached schools in 12 different European countries to persuade them to take part in the adventure. Full account was taken of previous and ongoing experiments in which those invited had been/were currently involved: European schools newspapers, newspapers using teleprocessing, young journalists' associations, young Europeans' associations, teaching movements. The appeal was sent out to a very wide audience, and preparation deadlines were shortened. The "first" European junior fax newspaper became a showpiece production, and the whole operation was put together in record time. In a mere four months the title and broad outlines of the project had been agreed, and the educational concepts spelled out to participants. Much energy from all over Europe was poured into the project.

The day chosen for "*A day in the life of a secondary school student*", the theme of the first issue, was also "**fax!** day": the editorial timetable was linked to the theme itself. Throughout the day, a team in the school in Rennes and an international team of Europeans working from their respective bases pooled their efforts, with the help of specialists, to achieve their common goal. The day was an emotional one, with planners, organisers and participants sharing the joys and anxieties of events. The newspaper was printed that night, distributed by young people at "Scola 89", then faxed

throughout Europe. Response was such that a second issue was immediately on the cards. The base of the **fax!** project was in place.

2. Project development: November 1989-August 1992

When we did our first stock-taking, in October 1992, the full extent of the response was revealed: over 400 editing teams – 5 000 young people – in 40 different countries, had taken part in the **fax!** programme. Some 30 issues bearing the "**fax!**" heading – and these are considered to be the core of the project – have come out, with an average print-run of 3 000 to 4 000 copies, not to mention the many spin-offs within the project itself, and other fax newspapers proliferating on the schools circuit, some of them in close conjunction with this initial project.

Initial developments: **fax!**, *year I*

The first two issues clearly illustrate the proliferation of ideas and concepts with regard to layout, print and language. The first year was to be decisive: would the promise of the launch hold up? A number of experiments of different kinds were carried out, and these opened up new paths, enabling the project organisers to devise an increasingly effective set-up.

Among the first issues were one arising from a Franco-Italian exchange between two secondary schools and two press undertakings (**fax!** No. 3, Académie de Nice) and another combining the contributions of pupils who went as "special envoys" on school trips to five different European countries (England, Germany, Portugal, Spain and Yugoslavia) (**fax!** No. 4, Lycée de Lavour). **fax!**'s first steps were a bit shaky, but characterised by enthusiasm and a desire to pursue the newly-opened paths.

Aged 20 and living in Europe

The main conceptual objectives of the **fax!** project were not fully achieved until the 5th issue, published in Nîmes on 2 May 1990 by a group based at the Lycée de la Camargue. The issue was decentralised; it was put together entirely by the students themselves, and drew on a wide range of sources; it took in eastern Europe, and had a European theme ("Aged 20 and living in Europe"). The rules of the game were taking shape. From then on the **fax!** title was to be there for anyone in Europe wanting to use it to put an issue together. The project received a further boost when, in early 1991, the idea was taken up in Spain at the initiative of a secondary school in Bilbao.

Year II (1990-91): foundations

fax!'s second year was characterised by increased demand, a considerable growth in the number of issues, and better geographic distribution, with parallel developments in educational back-up and growing support from newspaper and magazine publishers. One daily newspaper carried **fax!** as an insert in its weekend edition, and another financed the printing of a full issue. Professional journalists took an active role in student get-togethers; local and regional media – the press, radio and television – gave generous cover to our achievements. The symbolic drawing together of Europe provided a favourable context for these initiatives.

The new **fax!** year kicked off with the internationalisation of the project; conceived in France, the idea was taken up in Bilbao and the Basque country in Spain. Co-operation between local bodies (the operation had the full support of the Basque Ministry of Education, and of the media generally) and Clemi gave rise to an issue whose scope (it was put together by a large number of participants at the Education Exhibition "Didatec 90", with a print-run of 80 000, and carried as a supplement by the local daily, Deia) and symbolic

value were to have a decisive impact on the development of the programme. *Faxmania* (the title of the editorial in issue No. 6) spelled out the idea of using the project to unite young people throughout Europe. Issue No. 6 proved that the newspaper could be produced in any country in Europe.

A number of different types of initiatives emerged at this time:

– *Specialised networks* had the idea of using the journal to consolidate their existing ties: associations of schools bonded by shared characteristics (the Jean Monnet Secondary Schools' Association and the European Association of Experimental Schools) became involved. Issues Nos. 7 and 14 were produced at the European conferences of these organisations.

– *Urban councils and local authorities* played an important role in consolidating the project, providing both technical and financial help for schools involved in it. Those involved in putting an issue together could also appeal to the business community, and establish links with other sectors. For example, the Venise Verte Secondary School in Niort produced issue No. 8 in the context of a European festival, with the help of the municipal authorities, the Poitou-Charentes Regional Council and local businesses.

Issue No. 9 was produced at the instigation of the press club in Aniche, where, on 15 February 1991, the whole town and the Chamber of Commerce became involved in a **fax!** venture. The success of the day was due to the pooling of efforts of the school itself and the local community as a whole.

fax! *is a festival, too*

The Aniche pupils worked non-stop for over ten hours to get their issue together. The venue was the main hall of the Municipal Council, done over for the day as an editing room. They bustled about the fax machine, receiving messages, selecting, correcting, conveying messages to their far-flung

correspondents, cutting out, drawing, and so on, while the municipal printer set up the presses. They started making up the pages in the early afternoon. Teams were in constant contact with the computer room, where another group of pupils was feeding in the "papers" put together on the spot. The first editorial conference, at 3 p.m., finalised the pagination process; the second, at 6 p.m., sorted out the final details as the deadline approached: there was still the editorial to write up, last-minute editing to do, and minor points to clear up. 7.30 p.m.: the paper was finally "put to bed", and printed out on recycled paper.

The general trend, already in evidence for issues Nos. 1-6, was fully borne out: "**fax!** *day*" was a joyful occasion, bringing together the whole community. Shop signs and window displays in the town were decorated with newsprint or in **fax!** colours, around the theme of schools and the press. There was general celebration of the young people's achievement. **fax!** became an event in itself. A number of spin-off events took place: media and education personalities, a press cartoonist and a television presenter were invited to take part. The city mascot, Kopierre, one of the "Northern Giants", was used as a symbol of the convergence of all this mobilised energy.

That evening, the newspaper was officially launched, with the first copies going to participants in a debate on "Young People and the Media". The slogan chosen by the Aniche students, "*Something new for No. 9*", emphasised another new development: the **fax!** formula was being adapted to junior high schools, with suitably adapted themes and back-up, and in tune with the outlook of the schools concerned.

Every issue a "first"

Every issue in the **fax!** series is a "first": every issue is an original. Number 10 focused on the theme of ecology. On 30 March 1991, the Brest City Council published "*La Tortue*

déchaînée", a young journalists' fax newspaper, at the Charles Foucauld school. Eight countries took part in the project, which was the inaugural event of the region's second annual "Press Week".

On 3 April 1991, fifth-form pupils at Branly de Chatellerault Lycée produced and printed issue No. 11, with guest reporters in Romania, the USSR, etc. Issue No. 12 was first to use colour, with the help of the Nice Education Offices, the *Nice-Matin* daily newspaper and Clemi. Issue No. 13 carried still more new features: the pupils who put it together did the layout by computer, and used a scanner for the photographic content. The newspaper covered general news, organised not only by locality but also under thematic headings.

The educational function of **fax!** is also being borne out on the distribution front: issue No. 14 (25 May 1991) was distributed to every school in the Versailles Education Authority Area, thanks to the Regional Centre for Educational Documentation.

A Europe of secondary schools

A new working method came into being in connection with issue No. 15 (21 June 1991): in anticipation of the inauguration of the "Geographical Centre of Europe", twelve junior secondary schools – one from each European Community Member State – decided to "twin" to co-produce an issue "live" from Mayet de Montagne (Allier). The venture, relayed via the Cultural Services of the French Embassies in the participating countries, took place in two steps: the work was to continue over the following year and to culminate on 20 June 1992 with a 5 000-copy print-run of the magazine, published by *La Montagne* newspaper and the Varenne Foundation.

Diversification

fax! is well suited to secondary school students, but the evaluation committee felt that the formula should be

modified for primary pupils. Thanks to the initiative of the Grenoble-Montagne district, this was achieved on 3 March 1991, under the title, **junior fax!**, *"the fax magazine of European primary pupils"*.

In connection with a training project ("Integrating the European dimension into primary school curricula"), the directors of the *Isère-Europe-Education* association (Grenoble, France) had the idea of putting pen friends from all over Europe in touch with one another through a schools fax newspaper based on existing inter-school correspondence. Use of the fax machine was grafted on to the task of raising awareness of Europe through the curriculum and providing early exposure to modern languages, written expression, and newspaper work in class. Since then, four issues have come out in Grenoble and at Provins, with the help and support of regional dailies and children's publications, and local authorities. Other approaches to involving primary pupils are currently being worked on; as always, Clemi is working in close conjunction with local initiatives.

Trailblazing

The history of **fax!** has been marked by the dynamic involvement of school-based teams encouraged by the general development of the project. Major events provide an opportunity to put forward new initiatives. In France, National School Press Week has provided a recognised focal point for action.

The first *School Press Week* (2 March-2 April 1990), organised by the Ministry of Education and co-ordinated by Clemi, sparked off a number of initiatives. The second (2-5 April 1991) confirmed the role of the event as a catalyst for the junior European fax newspaper: **fax!**-related events were an important feature in several regional programmes for the Week (in Brest, Châtellerault and Nice).

The spirit of emulation also stems from such exceptional events as the production of issue No. 18 in Moscow. With the new Europe on the horizon, various partners involved in the project are promoting the idea of producing issues in different countries. After Spain, the next initiative was to come from eastern Europe: the Federation of Russian Youth Organisations, supported by the Russian Ministry of Education, the Russian Ministry for the Press and Information, a number of sponsors and the vast Russian media network, became involved in the project, bringing a whole new dimension to it.

Younpress, the Russian youth press agency, produced issue No. 18 "live" from Moscow on 21 March 1992. Thirteen teams, three of which represented CIS countries (Latvia, Russia, Ukraine), addressed the question, *"How do you see your place in Europe?"* Clemi representatives were there to help. 10 000 copies of the resulting 36-page newspaper were printed: the young Russians achieved their goal in only four days! Doing so entailed a great deal of work: layout, translations, résumés, artwork, etc. The fruit of these labours was launched on 25 March, at an event held in a huge hall in Moscow and attended by a thousand young people and numerous celebrities, with a famous television presenter standing by the fax machine: a 2½-hour live show, at which all of the cultures to be found in **fax!** were represented.

At the same time, the networks were diversifying: schools correspondents linked up with **fax!** correspondents, and teams from the French overseas departments joined in as well: classes from the French West Indies, French Guyana and Réunion Island contributed to issue No. 21, which was put together "live" at the Supervielle de la Bressuire school in the Deux-Sèvres region. The project is well suited to distance correspondence.

During the summer of 1992, a major youth meeting in Vladivostok welcomed a French delegation which was to help

put together issue No. 27. The event, occurring as it did where Europe meets Asia, was also a turning point in the life of the "**fax!** project", which the editorial of the issue summed up in these words: "**fax!** has never gone so far before. It is being produced in Asia; in Russia, at the 'Ocean' Centre, where the Russian Youth Press Festival, attended by over 200 young people, is being held. Nine teams of young journalists from France, Kazakhstan, Japan and Vladivostok itself worked together to produce this 'newspaper from the ends of the earth'. Look what they've achieved!".

3. Tuning in to our times

In the 1991-92 school year, **fax!** went from "project" status to that of a proper programme, that is, it developed its own management structures (co-ordination, initiatives), methodology (teaching aids, publications, training) and medium-term planning programming.

The event

"**fax!** ventures" occur in different contexts. They accompany, or arise out of, exchange processes, enhance existing activities and initiate new ones. They frequently constitute events in themselves, in a number of different ways.

– The fax newspaper contributes to the school programme generally, and constitutes an important stage in the development of a school newspaper. It draws on all sorts of class activities.

– The **fax!** venture is the highlight of locally organised European projects: a European week, festival, seminar or school trip; it can also serve as a focal point in an exhibition.

– **fax!** is an integral part of wider-ranging programmes, it provides an example of a link between an educational activity and the press, as in the case of the **fax!** newspapers

produced in France during the annual School Press Week organised by Clemi, and the events surrounding its publication.

– Every **fax!** issue is an occasion for significant activity at local level. The newspaper is produced in surroundings adjusted and decorated for the purpose, with, for example, exhibitions of the pupils' work and special events. It is "officially" presented. Young people themselves are the prime movers in the event.

– The event is further built upon by local publications, which in turn get people in the area talking about the initiative.

Opening up to other countries, to Europe, to the rest of the world

fax! exchange may entail twinning arrangements between two countries, or networks stretching to cover schools throughout Europe. This is a particularly effective approach for schools in outlying or geographically isolated areas. It was not long before the pages of the newspaper were opened to the world at large.

Bilateral exchange in the Europe of the 12

Secondary schools and newspaper/magazine publishers are consolidating their relationship through exchange in the magazine itself. It is a medium produced jointly with or without face-to-face meetings. Fax technology enhances educational bilateral exchange based on newspaper co-production by teams in two different countries. Other experiments in relatively small-scale co-operation (for example between schools in four countries) are also taking place. (See, for example, the Franco-German experimental programme in bilateral newspaper production under the aegis of Clemi and the OFAJ (Franco-German Youth Bureau), 1985-89.)

Several issues (Nos. 8, 15, 25) took as a basis exchange between schools in all 12 EC countries, using projects organised by their own regions as a starting point. The issues were produced under the emblem of the "A Europe of Secondary Schools" venture.

Towards "Greater Europe"

From the beginning, the European dimensions of **fax!** have been those of a wider, non-exclusive Europe, as a result of the types of contacts pursued by the organisers. This dimension has been reviewed on an ongoing basis. Little by little, doubts have been resolved in practice: the "**fax!** charter" was drawn up to deal with the issues involved.

Since issue No. 5, **fax!** has carried contributions from correspondents in the German Democratic Republic, Romania and the USSR. This trend was confirmed in issue No. 11, and continues to develop: issues are regularly put together in the countries of the former USSR. The project remains flexible, and continues to function in a context of rapid geopolitical change.

*Opening up to the rest of the world (**fax!** "guests")*

The idea of a fax newspaper appealed to those involved in international exchange, and the organisers were quickly approached by teams from outside Europe with an interest in the themes of particular issues (for example, the People's Republic of China, No. 5; Brazil, No. 6; Uruguay, No. 13; Japan, No. 27). The newspaper has thus had an impact internationally – it is so easy to transmit pages to the furthest corners of the globe! Other projects can also be brought into play, and certain issues of the newspaper have taken on a world-wide dimension: No. 20 (Toulouse), No. 24 (a special operation with Antarctica), No. 26 (World Centre for Peace, Liberty and Human Rights, Verdun).

The first 32 issues of fax!

3 November 89	No. 1	Rennes	(Scola 89-Lycée Coëtlogon)
15 November 89	No. 2	Paris	(Clemi)
28 March 90	No. 3	Nice	(Collège J.-H. Fabre)
31 March 90	No. 4	Toulouse	(Lycée de Lavaur)
2 May 90	No. 5	Nîmes	(Lycée de la Camargue)
24 November 90	No. 6	Bilbao	(DIDATEC'90, Instututo de Bachillerato, Santurtzi)
24 January 91	No. 7	Paris	(European Federation of Experimental Schools)
13 February 91	No. 8	Niort	(Lycée de la Venise Verte)
15 February 91	No. 9	Aniche	(Collège Léo Lagrange)
20 March 91	No. 9a	Aniche	(Collège Léo Lagrange)
30 March 91	No. 10	Brest	(Collège C.-de-Foucauld)
3 April 91	No. 11	Châtellerault	(Cité technique E. Branly)
8 April 91	No. 12	Nice	(College J.-H. Fabre)
15 May 91	No. 13	Nîmes	(Lycée de la Camargue)
24 May 91	No. 14	La Queue-lez-Yvelines	(Lycée Jean-Monnet)
21 June 91	No. 15	Le Mayet-de-Montagne	(Collège Jules Verne)
4 November 91	No. 16	Paris	(Ecole Internationale d'Etampes)
January 92	No. 17	Santurce	(Instituto de Bachillerato)
21 March 92	No. 18	Moscow	(Youngpress)
28 March 92	No. 19	Brest	(Collège Ch.-de-Foucauld)
1 April 92	No. 20	Toulouse	(Lycée de Lavaur)
5 May 92	No. 21	Bressuire	(Collège Supervielle)
13 May 92	No. 22	Nîmes	(Lycée de la Camargue)
13 May 92	No. 23	Aniche	(Collège Léo Lagrange)
27 May 92	No. 24	Le Grau-du-Roi	(Antarctica)
3 June 92	No. 25	Chalon-sur-Saône	(Collège de Buxy)
20 June 92	special issue	Le Mayet-de-Montagne	(Collège Jules Verne)
23 June 92	No. 26	Verdun	(Collège Buvignier – Centre mondial de la Paix)
14 August 92	No. 27	Vladivostok	(Ocean Centre)
19 October 92	No. 28	Châtellerault	(Collège Descartes, G.Sand)
28 November 92	No. 29	Plouzané	(Collège de Kerallan)
8 December 92	No. 30	Kharkov	(Journal *Balamout* newspaper)

30

4. The working environment

Every European fax newspaper initiative can benefit from the experience acquired in connection with previous issues. Institutional and technological help is available. The programme functions, and is developing, thanks to networking, appropriate teaching aids, and a research approach.

Structures

The process is a consultative one: progress is collective. The entire operation is carried out in conjunction with contacts in different countries. Clemi's role is to provide information, liaison and training: it co-ordinates network management, facilitates contacts, and provides advice and encouragement to initiatives.

Networks

As more and more **fax!** projects are realised, a network is slowly being constructed. It is open to everyone, decentralised and multi-faceted, consisting as it does of a wide range of networks linked into other networks.

– Permanent links: **fax!** is based on a European network, in which the contacts are staff in government departments responsible for new technologies and education and in media studies centres, the cultural co-operation and linguistic departments of French embassies abroad and schools and any local authority staff interested in the project.

– A diversified network of correspondents: the newspaper has a loyal following of teams in schools which have been participating since the first issue, or which contribute frequently.

– Some projects call on specialised networks: they bring together correspondents from the school, the city and the local education authorities.

– Liaison tools for the network of **fax!** project leaders: there have been a number of meetings, and a bimonthly internal fax magazine, **fax! express**, keeps network members up to date. Co-ordinators communicate by different channels, the most popular being fax and the electronic courier service (videotext e-mail, available to the general public through mini-terminals linked to the telephone system).

Partners

The success of the programme also depends on the quality of co-operation between those involved: Clemi's natural partners at international, national and local level. Each project retains its autonomy within this relationship.

Ministry of Education bodies in different countries

These are the education-related government bodies dealing with international affairs, education services, new technologies, cultural action, European diplomatic missions, etc, as well as training centres such as the CEP and Prensa Escuela in Spain, and the Centre d'initiation aux communications de masse, Lausanne, Switzerland. Bodies attached to the other Ministries, such as those responsible for Youth and Information, also take part.

Media Support

The media give strong support to the project in three main ways:

– by covering the project itself, announcing forthcoming events, reporting on events;

– by contributing to the educational aspects of the project: journalists become involved as advisers, instructors and participants;

– by sponsoring the project, be it directly (editing the newspaper, including it in their own publications and printing it up

as a special issue) or indirectly (advertising the newspaper or sponsoring it).

The Embassy network for linguistic and cultural co-operation

The project benefits from the help of the French Ministry of Foreign Affairs: the cultural services (linguistic and educational departments in particular) of French Embassies abroad provide information and advice, and put schools in contact with one another.

Local and regional authorities

Support from municipal, local and regional authorities takes a number of forms, such as helping with organisation and/or production and providing information.

Associations

Extracurricular movements and national and international cultural and educational associations have been involved in the project on a number of occasions.

Business

Local businesses frequently become involved by advertising in the newspaper as well as by providing direct financial and/or practical help.

Educational back-up

The success of the project depends on the production of teaching aids and constant back-up which is always geared to local projects, and covers various aspects of the experiment.

A European area for the school newspaper

fax ! is not just another school newspaper: it is a new opportunity which all young editors can avail themselves of. **fax** ! is a school newspaper "not quite like the rest". Initiative for the

first few issues came primarily from teachers, but a growing new phenomenon is currently in evidence: existing school publications are linking up with **fax!** to co-operate in producing special issues.

What appeals most is the European dimension, as well as the possibility of getting tangible results immediately. Participants are more and more conscientious in their news coverage. The "live" nature of the newspaper enables participants to work on live issues: for example, the young people who contributed to issue No. 7 were "gripped" by the events of the Gulf War; others – such as those who compiled issue No. 13 – focus on local news ("For us, the important thing is what's happening here – the Nîmes 'Feria' – annual bull-festival"), using the media as their source of information on events further afield.

Each team is responsible for every aspect of its issue of the newspaper, from conception to distribution. This process makes a range of demands on participants' computer skills as well as specifically journalistic ones (circuits, networks, sources, processing, page setting, making up). The work is undertaken in close conjunction with teachers, journalists and media professionals.

Each production is an event in itself, both as experienced by the participants and in terms of media coverage, which places those taking part at the heart of the real world.

Increasing awareness of European citizenship

By virtue of its geographical spread, **fax!** is already an important and original vector for the European identity. What count are the networks, the information flow, the spirit behind it and the dynamism, which are even more powerful than the product itself, which is in essence nothing more than a spin-off of the broader process. **fax!** gives young people access in a responsible way to European issues in three main ways through selected themes, the use of languages (both

their own and others'), and the opportunity to reflect upon different cultures.

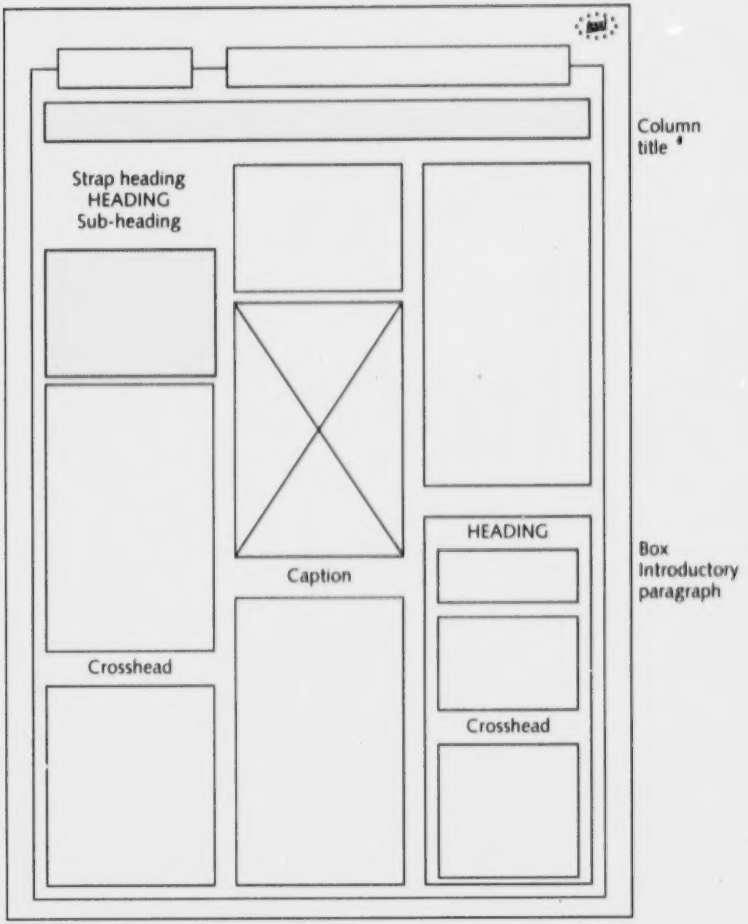
Themes

The themes selected have focused largely on young people's everyday lives, school routine, the debate around education (Why are we at school? How are schools developing?); how to fit into the world as it is taking shape and/or as we would like to see it developing (the immediate future, job prospects, ecology, European culture); opening up to others and to the world; questions addressed to others. The first thirty issues testify to young people's interest in current affairs, both at the personal, immediate level, and as regards major issues. At the outset, the organisers suggested very broad themes; these have gradually narrowed down to specific topics, with more intriguing titles. Other subjects touched upon are closely linked to, or clearly influenced by, media news coverage (including scientific news: Antarctica), or address major issues ("The school of the future", "What we don't want any more in Europe", "What is a foreigner?").

Languages

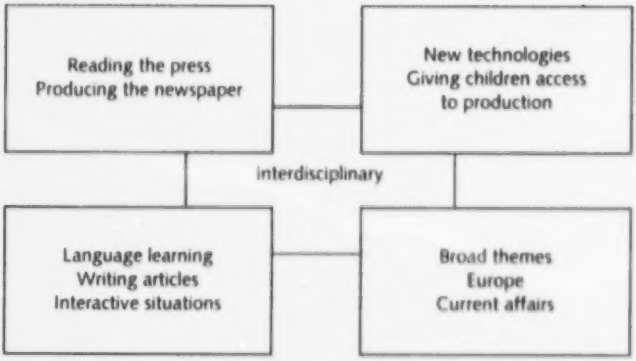
All the languages spoken in Europe may be used in **fax**! The newspaper is multilingual: participants receive an outline demonstrating how each page should include two different languages. The end product should retain the identity of each and remain legible to the young European reader. For example, it is suggested that articles not be translated, but be followed by a résumé, and that both languages be employed in standard layout procedures (headings, introductory paragraphs, crossheads, captions). The newspaper can be a simple exercise in exposing younger children to a second language, giving them a chance to use small amounts of it in context or, for older children, or bilingual ones, it may entail more elaborate usage, for example, whole articles written in the second language.

Bilingual page layout



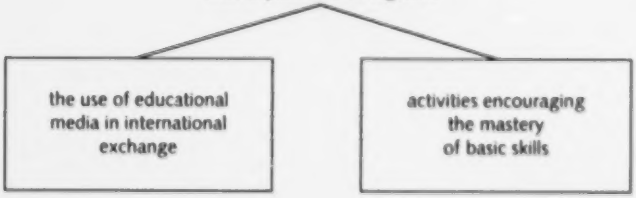
The "second" language is used in these parts of the layout.

Educational activities which are ...



... and contribute to achieving
the objectives

with implications as regards:



37

A learning situation

The idea of producing an issue may take root among teachers participating in an in-service training course on media in the classroom or the European dimension of education. Once the decision is taken, the organising team does a set training course in how to produce **fax!**; the event itself is a learning experience in real time.

The training course is content-based, covering language use, research, and information processing, write-up and the use of new technology. The objective is to prepare the organising team to cope with complexity, acquire basic skills, communicate effectively through the written word and familiarise themselves with media-based communication. The course aims to clarify the objectives of the project the team is about to undertake.

Participants are familiarised with the terms of the "**fax!** Charter", taught how to run a "**fax!** day", and shown how to manage the various aspects of the project: devising methodology, designing and setting up instruments suited to the task in hand, seeking and deciding on a formula for their "live" newspaper compatible with the broad educational goals envisaged by the organisers; providing educational back-up for both before and after the big day itself.

In France, other training opportunities are available in connection with in-service or pre-service courses run by the IUFM (University Institutes for Teacher Training).

Clemi publishes teaching aids to help organisers and editors: an organiser's guide, a correspondent's guide, data sheets for teachers, a programme of events and an introductory guide. This information has been reproduced in educational journals in a number of countries.

Evaluation

An evaluation committee of project participants and academics from Clemi was set up in September 1990. Its task is to make recommendations to ensure that previous experience is built upon. Since October 1990, it has been working on a publication entitled "*true-false-***fax!**" which, by bringing together participants' insights and advice, should help to highlight the special features of the project.

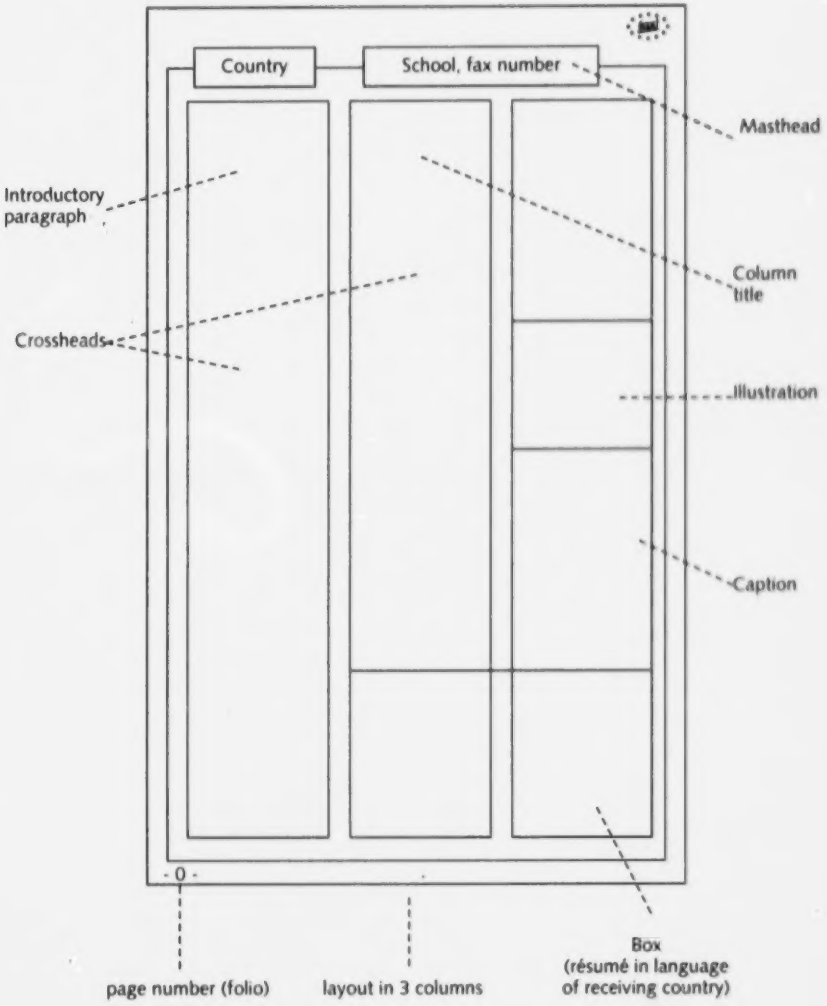
The evaluation committee's work concerns the quantitative aspects of the programme (the rapid rise in the number of events and participants, as issue after issue beats previous records) and, above all, the qualitative ones: there is progress from one issue to the next, and from one year to the next; each experiment builds on what has gone before; little by little, the work associated with **fax!** – editorial activities, networking – is necessary. The committee is particularly attentive to the complications, be they direct or indirect, of the project, especially the medium-term implications as regards investing in equipment, stepping up exchange processes and adding new facets to the project.

The evaluation committee formulates recommendations in order to help the project progress, the aim being to reinforce its educational aspects, clarify the expectations of those involved, improve preparation, contacts, and publicity, encourage high-quality work, develop spin-offs and encourage real work on current affairs.

The **fax!** *imagination*

Exchange within the **fax!** project is motivated by a shared desire to transform a European ideal into reality. Working together provides an understanding of how the media work, including the imagination behind them and behind communication generally, which is then applied to the project. The project gives rise to symbolic situations and opportunities for creating a microseism of the media, in a real-life situation: the

Sample page



40

reference to broader reality is inherent in the situation itself, and forces participants to face questions relevant to the media environment.

5. How to participate in fax!

fax! is a grass-roots initiative. Each issue is co-ordinated by a school in Europe. It is a newspaper with multiple editing: teams in each participating country constitute local editorial staff and make their own preparations for "**fax!** day", when they will participate directly in putting the newspaper together. Each issue is a separate event, perceived as a challenge by everyone involved. There are two ways to participate: by joining an existing project, or by organising an issue of one's own.

How to become a **fax!** *editor*

At the request of those co-ordinating a given issue, a team of young journalists puts together a full page, in two languages, on the agreed theme. This is faxed to the editorial headquarters – which are different for each issue – on "**fax!** day" (the day when the newspaper is put together "live"). The page is published unchanged if it conforms to the guidelines (subject, layout, spacing) fixed by the editorial committee.

How to organise an issue of **fax!**

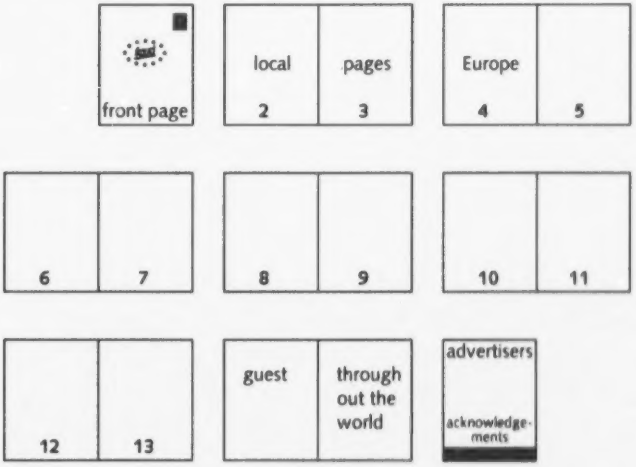
Every secondary school team wishing to put together an issue of **fax!** makes its own arrangements regarding preparation and execution. It takes charge of its own project, choosing theme, technical formula and correspondents. The students engaged in the project are supported and helped by their teachers, special instructors and professional journalists.

The organising team assembles an editorial committee, works out a timetable, decides on a theme, and takes responsibility for overall coherence in the finished newspaper and for

distribution. It also co-ordinates the events of "**fax**! day" itself, when everyone will be working to very tight deadlines and in cramped conditions. The issue is put together in a matter of hours, and available space is divided between editorial functions – the editorial committee and local editorial group – and technical ones (fax machines, telephones, computer-assisted layout, other layout equipment such as illuminated line-up tables, and a photocopier).

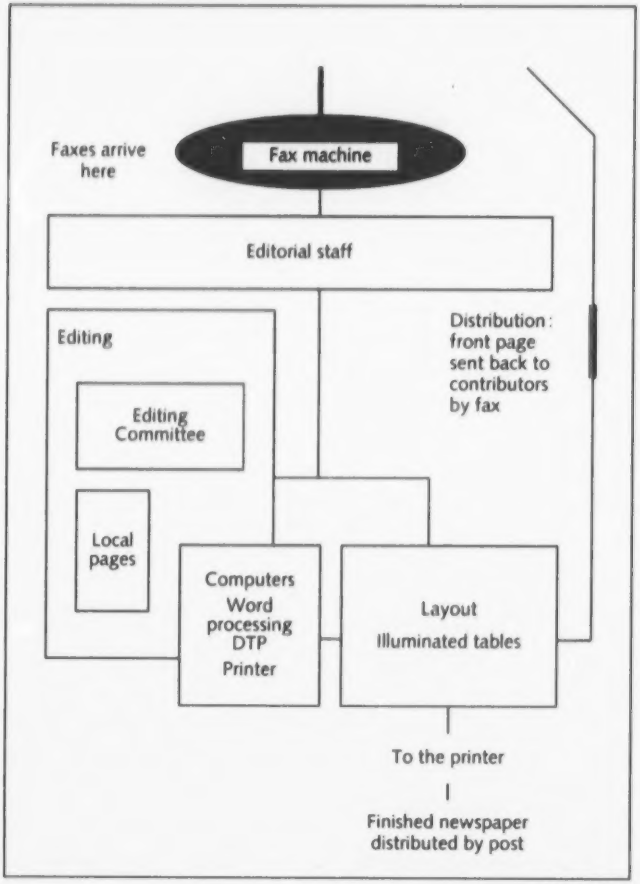
The production team's task is to process the pages that come through on the fax machine. It organises page sequencing and puts together a summary and an editorial on the basis of contributions received. Layout must be completed before "zero hour", the deadline for getting everything to the printer. The front page and summary are faxed back to all participants on the day itself; the completed newspaper is sent on by post.

Example of sequencing (16 page issue of fax!)



42

Sample fax ! headquarters : a one-day publication



© Clemi 1992

A single fax machine is sufficient. It is the focal point of the day, both technically and symbolically.

43

The role of Clemi

The objectives of the **fax!** programme correspond with Clemi's own brief: to introduce a critical approach to the media into schools, to increase media awareness in order to teach people about citizenship and to encourage young people to take part in producing news. Clemi provided the original impetus for the project, and now provides expertise and follow-up. It co-ordinates the operation in conjunction with its partners in Europe. It assigns a number to each issue, facilitates exchange, supports initiative and provides advice: for example, it studies the feasibility of **fax!** projects in close conjunction with those who will be directly involved, organises training for them, and adapts existing teaching aids as appropriate in each case.

44

An evolving, productive model

1. Learning through the media

The project is not an end in itself. It fits in with the general objectives of media education, notably by enabling participants to understand the realities of the media environment as it contributes to shaping our way of seeing the world: it helps to develop a critical attitude towards the media. Producing the newspaper is the culmination of a logical sequence of activities involving awareness-raising, study and active practice.

Educational applications of the "new media"

Each project is an opportunity to exploit the educational potential of using fax to enable young people to produce and exchange news: it provides facilities for research, information processing (including work on the messages conveyed by the media, e.g. press releases) and understanding the rules and tools of writing and layout. Young participants come to understand the set-up involved and network logistics; they gain hands-on experience of information technology such as fax and DTP. They find out for themselves which tools are best suited to the task of information exchange.

The fax – the "magical little machine" – is at the symbolic centre of the project. In so far as possible, pages are reproduced just as they come in: the real challenge lies in learning the specific constraints of the medium and taking account of real time and of transmission difficulties.

The **fax!** page itself is at the heart of the educational challenge of the newspaper. It is inherently restrictive on many levels: the standard A4 format, journalistic write-up and presentation of article, layout (the page must achieve a visual balance between text and pictures). The care and

attention demanded by layout also contribute to participants' visual education – an area which lies somewhere between text-based learning and the study of imagery itself. The fact that pages must be set out in two languages is an extra difficulty. Yet all of these guidelines are accepted, and felt to be positive: for each local team, finalising a page is experienced as the final stage in a long working process and, at the same time, as a contribution to the common cause of the newspaper.

The essence of the project is to generate coherent, complete situations in which participants put the very concept of "media" to the test. Participants learn the parameters of the media through their own activities. This active principle is based on the hypothesis that media education should provide a response to questions arising from the media environment itself, not confrontationally or defensively, but simply in a way which is adapted to the object of the exercise. The newspaper, which is the end product of the exercise, is the most visible manifestation of this educational process, and as such authenticates it.

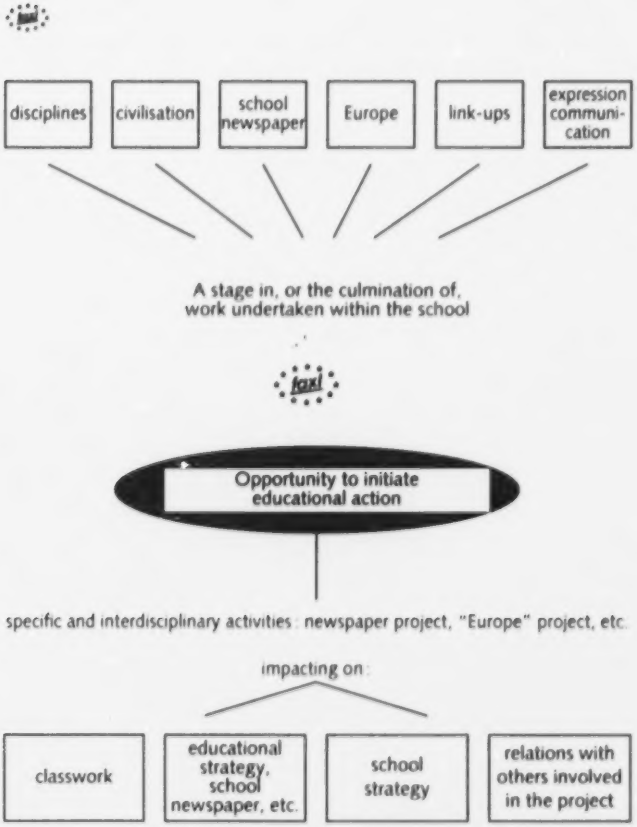
Current affairs education

We are dealing with a real life learning situation. The medium creates a real situation which favours learning. It is at the heart of the process of exchange.

"**fax!** day" itself is preceded by language activities, work on the press and school newspaper exchanges. A **fax!** venture is often the culmination of a long-term school project on the media and current affairs. It is linked to the curriculum and integrated into classwork. It requires an interdisciplinary approach, drawing as much on familiarity with the press, radio and television and on the principles of writing up news, as it does on skill in handling the actual production tools themselves. Some pages are put together in class. History and geography teachers, teachers of the child's mother tongue

and of foreign languages, and even mathematics teachers can draw on ideas linked to the curriculum and incorporate them into their classwork, while simultaneously preparing pupils to work on the newspaper.

fax! A "tool" to be used for the benefit of the local project



Participants come face-to-face with current affairs on "**fax!** day", when they find themselves in a "happening" situation, in close connection with the media themselves. **fax!** brings participants face-to-face with current affairs in that events must be managed by the school community.

The situation is highly diversified: the young people involved overcome linguistic difficulties and reach an understanding through a medium which in itself becomes a common "language". Each pupil has a role to play, depending on his or her own personal talents and interests.

Learning

The learning experience does not come to an end when the newspaper rolls off the presses. Even distribution is an educational experience, and it is followed by activities based on the newspaper's content: pupils and teachers go over it together, and what they find there may serve as a springboard to further studies (of, for example, the economic and social context behind contributions from other countries).

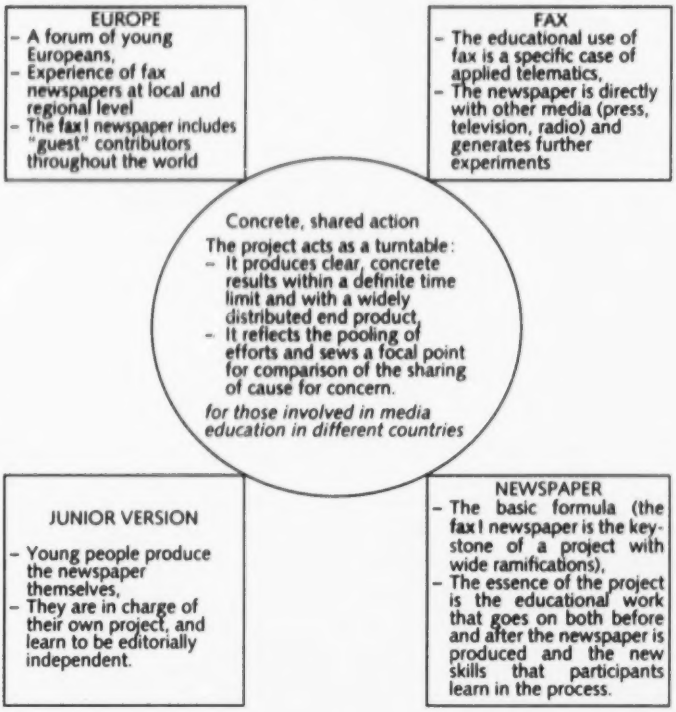
Participation in **fax!** impacts on learning within the school. It is, for example, an opportunity to apply abstract concepts in concrete ways. It has a strong mobilising effect on students in difficulty to whom it offers a chance to prove themselves and to get out of different sorts of ruts.

The team is responsible for operations from start to finish. Each member is aware of the fact that the newspaper will be read, and this leads to a number of practical questions: What does the reader expect? How will he react? Each question provides a learning situation. It doesn't really matter if mistakes are made – the important thing is to have had a go. Reading, writing, the acquisition of skills, new working methods, personal development, socialisation, learning activities linked to the project: all form a cohesive whole, and are linked to the communication situation.

2. Building Europe together

fax! is a lesson in taking responsibility: a newspaper *in* Europe which is also a newspaper *for* Europe. **fax!** participants feel they are working together to define common ground and to co-operate in a concrete, positive manner to forge a young people's Europe (by producing the newspaper together by pooling their efforts and looking at things collectively); they thus participate in their own way in the building of the common home – which will shortly pass into their hands.

An active link between those involved in media education in Europe


EUROPE
- A forum of young Europeans,
- Experience of fax newspapers at local and regional level
- The fax! newspaper includes "guest" contributors throughout the world
FAX
- The educational use of fax is a specific case of applied telematics,
- The newspaper is directly with other media (press, television, radio) and generates further experiments
Concrete, shared action
The project acts as a turntable:
- It produces clear, concrete results within a definite time limit and with a widely distributed end product,
- It reflects the pooling of efforts and sews a focal point for comparison of the sharing of cause for concern.
for those involved in media education in different countries
JUNIOR VERSION
- Young people produce the newspaper themselves,
- They are in charge of their own project, and learn to be editorially independent.
NEWSPAPER
- The basic formula (the fax! newspaper is the keystone of a project with wide ramifications),
- The essence of the project is the educational work that goes on both before and after the newspaper is produced and the new skills that participants learn in the process.

49

Team enthusiasm

Everyone taking part does so voluntarily, in a spirit of meeting a challenge. They are conscious of their pioneering role ("jumping in at the deep end"): what they are doing is new, not only for them personally, but also on a far broader scale: the school strategy, communication between young people in Europe, the chosen theme of the issue to hand – the environment, peace... A great deal of energy is mobilised in the process: teachers emphasise the wealth of added relevance which the situation brings to the subjects they teach.

The eagerness for action evinced by young participants is quite remarkable. Those who have taken part in **fax!** have gone through a powerful experience, and want to do so again. They organise a follow-up issue, and keep up the exchange process initiated through the **fax!** programme. Some team members thus become committed to **fax!** on a long-term basis.

Learning in Europe, learning about Europe

Participants' contributions express their vision of Europe, their recognition of difference, their reciprocal curiosity. The educational back-up is designed to develop these through two aspects of the project itself, namely its themes and languages.

Each theme has its own accompanying educational approach, based on research and enrichment. For every subject covered, **fax!** is a medium for comparison between countries, the first stage being to heighten participants' awareness of the situation of others. They put up a map of Europe, pinpoint the locations of other participants, start to form ideas.

They try to appreciate both similarities and differences, to establish genuine dialogue and to get rid of root stereotypes: for example, issue No. 28 (October 1992) launched the French 1992-93 school year on a note of openness to others,

with sixty young people asking themselves who and what was "foreign" to them, in the context of a series of European meetings organised by the Vienna City Council on the theme, "Europe's Young – Europe's Youth".

According to the guidelines, all languages used in Europe may be used in **fax!**; they are also used in the production process. The first task is to raise awareness of multilingualism and linguistic exchange, by creating practical situations in which these arise.

fax! symbolises Europe. It is a forum for exchange: long-distance communication and face-to-face meetings are complementary. The fax newspaper enriches linguistic meetings and journeys. The newspaper itself can be exchanged. It encourages an active, open, creative attitude to Europe. It contributes to an understanding of Europe, because texts produced by young people are a valuable source of information for their readers, but also because of the constructive relationship with newspaper and magazine publishers, which is clearly evident in each issue.

3. An accessible medium

fax! is a starting point and focal theme for a range of projects. It is an educational medium (it has both media and pedagogical aspects). Young Europeans' desire to communicate with one another finds an outlet in this very accessible medium: "Let's work together to create media so we can communicate with one another". It is not a question of providing a ready-made framework for people to use as such, but rather a question of participants collectively constructing such a framework: the newspaper is not "open to" young people; rather, it is created by them. The role of those providing back-up them – teachers, educators, instructors, journalists – is to help them to make their own project a reality.

51

Educational media

The fax newspaper is a means of applying a number of principles concerning the relationship between education and the media: authenticity, critical reading, the production of media by young people. For instance, the educational message with regard to the media is not defensive, but "reflective", encouraging critical assessment. Educational activities are part of the run-up to every issue, and every issue gives rise to meetings and debates; all of these reveal the necessity of cultivating an active, critical attitude to the media.

Collaboration with the mass media includes a joint project involving the pooling of professional skills, field techniques, training and active-research. The project aims to give participants an opportunity to experience the reality of the media for themselves. These are authentic media: when they are being studied, it is as means of communication; when they are used, it is in a real communication situation. The project also brings participants into the realm of the abstract: for example, the compilation of material is seen as a means of drawing people together: scattered data are brought together to form a picture, giving rise to the concept of a network.

The aim is to give participants the means with which to find their way through the complexities, to give them a better understanding of how media work. It gives them the opportunity to learn by doing, to acquire knowledge in a situation of responsibility. It works as a "tool" in the service of the broader educational strategy. It is part of education, which it enriches and to which it gives new life.

A "prototype"

Project development is based on experimentation. The educational underlay is a permanent feature shared by all the programme directors, whose common task is to modify and

52

develop the concept and to ensure coherence. The experiment is fulfilling expectations by clarifying formulas and generating hypotheses, new achievements, new hypotheses, new developments, and so on. Once the project is under way, this same approach to educational production can be applied in other experiments along similar lines.

The programme is itself evolving, and it generates further developments: it suggests a model which provides ideas for ways in which the tool might be used in different circumstances. This model improves with every issue, and gives rise to further experiments of the same kind and/or new ones. It provides an incentive for investment in equipment (schools, area education authorities and local and regional networks acquire fax machines in connection with the project). As regards renewal in the education system, it provides empirically reinforced working guidelines. It is an approach which can easily be adopted as a model for other projects, and adapted to suit their demands.

Above all, the project is methodological in nature. Project analysis provides useful indicators for other current affairs media productions by young Europeans: transitions from one medium to another – telematics, radio, video, etc. – are encouraged in this way. The analysis emphasises new training needs, such as the need for training to be linked to the achievement of a concrete objective.

4. Initial evaluation and outlook

Trends

Undoubtedly, 1993 has been a year of strong growth for the **fax !** project. The number of **fax !** events organised in France is rising significantly. There are constant demands for information. In Europe, the trend set in motion with issue No. 6 is intensifying: several issues of **fax !** have now been produced in various European countries (Belgium, England,

Germany, Greece, Italy, Portugal and Switzerland). The East/West co-operation axis inaugurated with issue No. 18 has become firmly established (seven **fax!** events were organised in the former Soviet Union between summer 1992 and summer 1993). The tendency towards diversification is becoming more marked: organisers are seeking "adapted formulas" and partial formulas which are simpler, more flexible or more open to other media.

Above all, the methodology is becoming more clearly defined. It may be taken as a norm, but none the less retains its flexibility, and all participants make an effort to stretch the boundaries of what has gone before. This process generates dialogue. The task of collective analysis makes for progress in suggested methodology, especially in the field of languages. These advances are monitored and conveyed by a European pilot committee (currently representing seven countries): the programme is not an individual initiative, but a joint venture. These promising developments go hand-in-hand with the ongoing clarification of what the project is, and what its educational implications are: the programme preceding the newspaper, and the newspaper, which is "not quite like any other", as an educational medium.

Success

The project has gone beyond the experimental phase: if the factors behind its success are recognised and put to use, it could be expanded. The programme continues to develop, thanks to the combined energy of project leaders and a framework of ongoing co-operation, which brings energy and projects together and provides back-up for European young people's self-expression.

Co-ordination: Clemi continues to act as programme co-ordinator. This technical function is linked to a public service role: as an official body, Clemi guarantees the independence of each project. **fax!** is linked with, and supported by, a

Europe-wide network of ongoing contacts, regular correspondents, the European pilot committee and the evaluation committee.

Co-operation: From its inception the programme has drawn on the co-operation of specialists: school media-studies instructors, computer specialists, journalists. Three years on, it is clear that such co-operation is essential to the success of each project. **fax!** operations involve a range of partners drawn from education, the media, business and local authorities. This pooling of effort is indispensable.

Young people's self expression: **fax!** demonstrates young people's capacity for involvement in an educational project. They are encouraged to become involved by the education authorities and by the support of numerous celebrities.

The programme encourages communication between European youth. The common ground built by young **fax!** participants is original in more ways than one: it is open, since the network is open-ended by its very nature; it is pluralist, since it is not limited to any particular network, type of experience, outlook or interest group; it is dynamic, and the experience cumulative; the information flow it carries is characterised by a wealth of ideas, and of combined effort towards mutual understanding through an affirmation of identities and differences. For all of these reasons, **fax!** has a contribution to make to young people's right to self-expression, and to the emergence of a permanent forum for young Europeans.

An open space

Quite apart from the (small-scale, cohesive) experimentation involved in active-research, an analysis of this programme provides information of relevance to the broader questions of training and methodology in educational applications of the media. The aim is to design "educational media" tools. The

fax! programme is not an end in itself: it is extrinsic. **fax!** is an incentive to make use of one particular medium – and to produce new ones out of it. The **fax!** programme owes everything to the people who take part in it; their message will be carried on by all those who take up the thread and in their turn become links in the project.

Appendix I – The fax! "charter"

fax! has no formal contract, for that would bind participants too tightly together; at the same time, everyone taking part accepts the newspaper's principal characteristics.

1. fax! is a European educational programme

1. Its main expression is the newspaper produced by young people at school.

2. The newspaper is the "keystone" of the project: it has appeared as a numbered series since its first issue of 3 November 1989.

3. There are other fully recognised elements of the programme: these include **junior fax!**, a fax newspaper by and for European primary pupils, and *L'Accroche*, a fax newspaper linking schools in the Montpellier Education Authority area. Further initiatives along similar lines may develop in time.

4. Joining the **fax!** programme implies acceptance of the terms of this charter.

5. **fax!** is an educational programme; this implies:

– work on the educational potential of fax for enabling young people to produce and exchange information;

– encouraging the use of languages spoken in Europe.

6. **fax!** exists through a European network, linked by people working in ministerial departments, media-studies centres, French Embassy staff in charge of cultural co-operation and linguistic services, schools and any local figures with an interest in the project.

2. The newspaper

The formula

– **fax!** is a real newspaper.

– The **fax!** logo is recognised by organisers and participants. (It comprises the stars of Europe, the word "fax" – indicating the use of this medium – and an exclamation mark to differentiate the educational project proper from the technology on which it draws.)

– It is a news and current affairs publication.

– It is put together "live", in real time.

– Each issue is held together by an agreed theme.

– Multiple editorship: a minimum of three partners is required for the editorship to qualify as "multiple".

– The editorial concept is the same for all participants, as are the practical guidelines for layout. Contributions are transmitted as complete and pages.

– The newspaper is distributed for educational purposes. **fax!** is a decentralised European production: it is not an undertaking with a permanent headquarters, regular issues, etc. The important point is for the educational back-up to enable any interested parties to take on the idea, and work on it.

Characteristics

• **A young people's newspaper**: it is the young who are expressing themselves. All of the text is compiled, written, and edited by young people. They are in charge of the project. Adult input is limited (for example, the authorities, celebrities, etc. do not contribute written material of their own to the newspaper).

The newspaper conforms to press regulations (and to regulations covering youth and/or schools publications, if any) applicable in the organising country.

• **European**: An issue of the newspaper can be put together anywhere in Europe. The participants are European; they may also bring in "guests" from anywhere in the world.

• **Faxed**: Correspondents transmit complete pages via fax; the front page is written up and faxed back to all participants the same day.

• **Multilingual**: Each page of the magazine carries two languages, one of which is that of the organising country. The language spoken by the given group of participants concerned must also be represented.

• **"Live"** : The pages of the magazine are exchanged over the period of a single day (in so far as is practicable : alternative solutions are not, of course, ruled out).

• **Current affairs**: The newspaper is dated. Educational content entails research work and journalistic layout.

• **Thematic**: Every issue in the **fax !** series covers a theme chosen by that issue's organisers.

• **Advertising**: Advertising does not encroach upon content, nor are sponsors mentioned in the text. In the case of agreements with newspapers and magazines, a clear contract should be drawn up.

59

BEST COPY AVAILABLE

Appendix II – The programme's principal links in Europe

fax ! resource centres

France	Aniche (Nord)	Collège Léo-Lagrange	*
	Bar-le-Duc (Meuse)	CDDP ; Clemi-Lorraine	*
	Brest (Finistère)	Collège Charles-de-Foucauld	**
	Buxy (Saône-et-Loire)	Collège ; Clemi-Dijon	*
	Nîmes (Gard)	Lycée Camargue ; Clemi-Montpellier	*
Greece	Athens	French Embassy Linguistic Action Bureau	*
Portugal	Lisbon	Ministerio a educação Instituto de Inovação educacional Oficina pedagógica	*
Switzerland	Lausanne	Département de l'Instruction publique et des cultes (Canton de Vaud) CIC (Centre d'initiation aux Communications de masse)	*
Russia	Moscow	Younpress (youth press agency)	**

* Official back-up centres
** "Unofficial" back-up centres supported by official bodies

Appendix III – Issue themes. Languages used in fax

Themes (issues Nos. 1-28)

1. A day in the life of a secondary school student
2. A day in the life of a secondary school student (continued)
3. Franco-Italian exchange
4. Let's discover Europe!
5. Aged 20 and living in Europe
6. Media and communications media at school
7. Young people, school and current affairs (experimental schools in Europe)
8. Meeting in Europe: getting past language barriers
9. Leisure activities

9a. Leisure activities (continued)

10. The environment, an endangered resource: the coasts
11. 10 years to the year 2 000: What are our guiding values as we enter the third millennium?
12. Franco-Italian exchange
13. Current affairs
14. Young people and training: Europe in 1993
15. The Europe of the future: "Voyage to the Centre of Europe"
16. Second anniversary of fax!: "Schools and the business world: school life today"
17. New telematic technologies: "Society, new technology, education"
18. Our place in Europe
19. Youth and heritage: towards a European culture
20. "The World is My Country"
21. Water (in connection with the World Fair in Seville)
22. Discovering the cultures of the Mediterranean
23. Our region of Europe: a person, a landscape, a text
24. Antarctica: after the extension of the Antarctic Treaty
25. What we don't want any more of in Europe

26. World-wide : Freedom of expression, peace, human rights
27. From Atlantic to Pacific
28. "Europe's Young – Europe's Youth"

junior fax !

1. The sports and games we play
2. The sports and games we play (continued)
3. "Travel through the written word" : opening up to the world and to communication
4. Stories, tales, fables, legends.

Languages used in **fax !** (issues Nos. 1-27)

Arabic, Basque, Castilian, Catalan, Chinese, Creole, Danish, Dutch, English, Finnish, French, German, Hungarian, Italian, Japanese, Korean, Luxembourgish, Nigerian dialects, Occitan, Polish, Portuguese, Provençal, Romanian, Russian, Serbo-Croat, Spanish, Swedish, Vietnamese.

Appendix IV – Project scope and development

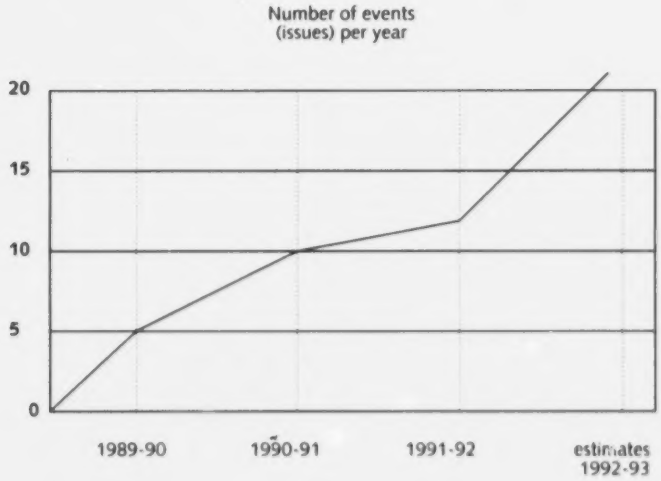
1. Participating countries (issues Nos. 1-28)

Austria, Belgium, Denmark, Finland, France (including the French West Indies, Guadeloupe, Martinique, French Guiana, Réunion), Germany, Greece, Hungary, Ireland, Italy, Luxembourg, Netherlands, Poland, Portugal, Romania, Spain, Sweden, Switzerland, United Kingdom; Ecoles européenes, Shape-Belgique; Kazakhstan, Latvia, Russia, Ukraine, Uzbekistan.

fax! "guests"

Benin, Cameroon, Central Africa, Ghana, Ivory Coast, Morocco, Niger, South Africa, Syria; Bolivia, Brazil, Colombia, USA, Salvador, Haiti, People's Republic of China.

2. Growth chart (experimental phase)



Appendix V – Publication techniques used for the fax! newspaper

Technical means used for **fax!** depending on type of publication

No.	Micro édition	School printer	Book printing works	School news-paper	Newspaper/magazine publishing		
					inset	reproduction	off-print
1			●				
2	●						
3							●
4			●				
5			●				
6					●		
7			●				
8			●				
9			●				
9 *bis*				●			
10			●				
11		●					
12							●
13			●				
14			●				
15	●						
15 *bis*							●
16	●						
17				●			
18			●				
19			●				
20							●
21			●				
22			●				
23			●				
24							●
25							●
26					●		
27			●				
28		●					
fax! junior							
1			●				
2		●					
3	●					●	
4		●					

Appendix VI – Sample data sheets

fax! events can be categorised by different criteria:

– by the type(s) of schools participating in a given project (whether it is open to all schools, or specifically earmarked for upper secondary, lower secondary or primary schools;

– by the designated criteria (if any) for participation: closed networks, special correspondents representing their school or community, particular theme;

– by the form of co-ordination employed (national, European, regional, local);

– by whether they are part of broader projects, or constitute an event in themselves.

Summary Sheet	Aniche	No. 23 date: 13/5/92
Organiser	Collège Léo-Lagrange - Aniche	
Partners	Town of Aniche Council of the "Département du Nord", Nord-Pas-de-Calais CRDP de Lille, Clemi, Radio 88 FM	
Co-ordinator	Clemi	
Theme	A person or landscape characteristic of your region	
Number of teams		Participating countries
Technical Data format A4 No. of pages 20 colour of cover blue type of paper offset print run 3 500 printing Aniche Municipal authorities distribution National Education Authorities		Belgium, England, France, Ireland, Portugal, Romania

fax! Le journal junior européen télécopié The European junior fax newspaper	Data sheet — No. date :
format	
No. of pages	
colour	
paper	
print run	
printer	
distribution	
No. of teams	
theme	
participating countries	
participating school newspapers	
sponsors	
Notes	

Appendix VII – Examples of collaboration and other similar experiments

1. Collaboration

Clemi is involved in, and/or adviser to, other international fax newspapers.

– **Spain**: Lingua fax. The first issue of the "Lingua fax Newspaper" was put together at the French Cultural Services Stand at Expolingua, Madrid (1 April 1992). Many European schools contributed to this issue, which took as its theme "Madrid: Cultural Capital of Europe, 1992". The Spanish Ministry of Education and Science (under its Prensa-Escuela programme), the Language Action and Education Co-operation Branch of the French Embassy in Madrid and the European Teachers' Association jointly co-ordinated the project.

– **United Kingdom**: Challenge of Europe (Dumfries and Galloway Regional Council) 6 October 1992. Teams of young reporters came together to produce the front page of a newspaper.

– **Europe**: "Five Flames for E". An international exchange operation involving five European countries (Belgium, France, Germany, Luxembourg, Switzerland) over a two-year period (1993-95); part of the project is the joint production of a fax newspaper as a forum for exchange. This programme is co-ordinated by the Cultural Services of the French Embassies in conjunction with the education departments in the countries involved.

2. Similar experiments

Experiments linked with the fax ! programme

A regional schools network:

L'Accroche ("Hookup") is an educational innovation introduced by the Montpellier Regional Education Authorities in 1990: a junior inter-school fax newspaper. It is an educational tool, the purpose of which is to give secondary school pupils in the region a medium for real communication amongst themselves; to use new technology in order to master it; to be involved in a real production situation with

a fax newspaper; to pursue research into media studies for (and by) the pupils and teachers at regional level.

The eight participating schools submit pages, by fax, to the co-ordinating school (a role taken on by each in turn, on a rota basis) for the monthly issue. The project is co-ordinated by the team attached to the Regional Education Authorities and by the regional Clemi team.

Production teams are decentralised: the project has been network-based from its inception. The newspaper is open to every school in the region.

Every article is of local interest.

It is a rotating newspaper, with each issue produced by a different school.

Each school in turn becomes the paper's "head office" for a day.

When taking on the editorial role, each school also takes charge of the project as a whole:

– it chooses and puts forward the theme of the issue, which is then observed by all participating teams;

– it is the receiving point for contributions to the newspaper, which it compiles, prints, and distributes.

A school magazine for the "département"

The junior magazine for young inhabitants of the Meuse. Children from 25 different schools in the Meuse area (France) produced their own fax magazine in connection with National School Press Week (April 1992). The operation was supported by the national federation of the Central Office for School Co-operation (OCCE), the area team for computer technology in schools, and Clemi.

Other fax productions

There have been many other school fax newspaper projects. Some primary schools produce a fax daily newspaper – for example, in France, schools in Bonnay and Bouzincourt publish *L'Echo du Jour*

("The Daily Echo") and "Hardi Page"; the pupils of the Rhône and Ain regions jointly produced *Noir sur Blanc* ("Black on White") newspaper in connection with the 1991 Press Week – Lyon Regional Educational Documentation Centre, France.

Students at Vergt secondary school (Dordogne) produced several issues of their magazine, "Découverts" ("Discoveries"), on a basis of faxed correspondence.

3. Other experiments using fax

Educational experiments

The "TéléCOOpicem" network (ICEM – Pédagogie Freinet, France) was the trailblazer in educational applications of fax. It has established a number of fax connections, notably with partners in Spain and in New Zealand. For example, a Franco-Spanish fax exchange gave rise to interesting texts produced by young contributors on the theme "What does 'Being European' mean to you?" in 1990. In conjunction with the "Réseau J" association, an eight-month-long project ("Fax in the School", 1990) encouraged schools to make use of fax: equipment was installed by the manufacturers.

A nursery school fax project kicked off the Third National School Press Week in 1992 (Quimper, Brest – France).

French-speaking schools are very active in their use of fax for international exchange: for example, some school networks are involved in fax exchange in connection with the promotion of the French language abroad ("Le Petit Faxeur" ("The Little Faxer"), "Idéfax" in Spain, a network of schools in Austria) A class in the Saudi International School, Riyadh, entered into correspondence with a number of classes in France in December 1991; the messages they sent were reproduced in the French school magazine. During the Winter Olympics in Albertville (1992), fax exchanges between French and Swedish schools were co-ordinated by the French Embassy in Stockholm.

"La page d'en fax" is a project involving French speakers and co-ordinated by Clemi – it has been in existence since July 1991; French language newspapers select articles produced by young people; the organisers use fax as a rapid means of transmission.

Communication for education professionals

The Institute for Educational Innovation of the Portuguese Ministry of Education set up a liaison body in 1992 linking the network of video libraries in Portugal – a project inspired by the technical logic of **fax!** In France, a network of documentary centres attached to schools in the Paris Education Authority area exchange information through a journal of their own ("Paris-fax").

Many more projects based on other uses of the fax and/or on other technical facilities are being planned. Many schools are involved in telematics (videotext) journalism, through the Minitel, and this process also allows tele-conferencing and magazine production from a distance. International experimental networks which utilise information technology for correspondence on agreed themes are another promising development.

There is no lack of ideas involving radio and video as a means of providing young Europeans with a common medium. The pooling of efforts is both possible and desirable when preparations are being made for the use of new technologies as they appear: the **fax!** network will only achieve maximum efficiency when its methodological approach is put to the service of other educational networks.

Appendix VIII – Resources

1. References

Council of Europe

Using the new technologies to create links between schools throughout the world, Exeter colloquy, October 1988

– Resolutions of the Standing Conference of European Ministers of Education (16-17 October, 1991) on "the European Dimension of Education: Teaching Practice and Curriculum Content" (doc. MED-17-6) and on "the Activities of the Council for Cultural Co-operation of the Council of Europe" (doc. MED-17-6), Council of Europe, CDCC, 1991.

Clemi

– "Rapport Gonnet-Vandevoorde": Introduction des Moyens d'Information dans l'enseignement. Rapport au ministre de l'Education Nationale, Paris, CNDP, April 1982.

– Clemi activities – introducing media into teaching, encouraging familiarisation with and utilisation of media in the classroom, a critical reading of current affairs, encouraging and supporting self-expression for young people – are based on a national strategy for information, liaison, training and participation in international projects in the field of media education.

– The "Toulouse Colloquy" provided an occasion for thorough stocktaking:

New Directions in Media Education/ Nouvelles Orientations dans l'éducation aux medias. Toulouse Colloquy, 2-6 July 1990. Unesco-Council of Europe. Report published jointly by Clemi and The British Film Institute, November 1990. World Media Education: New Directions, Clemi, British Film Institute, Unesco, 1992

2. Bibliography

Articles

fax!

– "Un journal télécopié européen" / Jean Agnès. – "Communications et langages", No. 10, 4e trimestre 1991. (Paris, éd. Retz).

– Impossible n'est pas fax!: un jour, un journal / I. Bourrinet. – Textes et documents pour la classe, No. 618, May 1993 (Paris: Centre National de Documentation Pédagogique).

– Le journal junior européen télécopié / E. Burckart, P.-A. Favre. – Les Cahiers du Grave, No. 3, Sept. 1992. (Neuchâtel: Groupe romand et tessinois de l'audiovisuel à l'école, Perspectives, January 1993 (Bulletin de Département de l'Instruction Publique du Canton de Vaud – Suisse).

– **fax!**, 24 heures de la vie d'un journal scolaire/ Josselyne Ackermann. – Lire au Lycée professionnel, No. 10, October 1992. (Grenoble, Centre Régional de Documentation Pédagogique).

– **fax!**, el primer periódico internacional telecopiado / Estibaliz Martínez. – Bilbao: Imagen Vasca, February 1991.

junior fax!

– **fax! junior**: l'outil télécopieur / Mieux communiquer, dossier. – Journal des Instituteurs, No. 7, March 1992. (Paris, éd Nathan).

– **fax! junior**: le "pourquoi" du journal des écoliers; le "comment" du journal des écoliers; un projet à l'école élémentaire / Denise Jude. – La République de Seine et Marne, 20 and 27 April, 11 May 1992. (Melun).

Document

fax! Les acteurs témoignent / 100 ans de presse à l'école, [illegible] ans de Clemi (Journées de réflexion "Faut-il former les jeunes à l'actualité?", Paris, Unesco, 28-29 January 1993, Clemi).

Practical resources

Teaching aids

If you wish to take part in **fax!**

– *Mode d'emploi: Organiser's guide*, 16 pp.

– *Make up your pages!*, **fax!** correspondent's guide, 20 pp. (in four languages: English, French, German and Spanish)

– *Le journal junior européen télécopié*: 4-page booklet in French: distributed to participants.

Documentation on **fax!**

(available on request)

- Press, radio coverage and television

- Faxed newsletter on developments in the fax! programme: **fax! express** (bimonthly)

- **fax!** *Premier journal européen junior* (video): 26 min., on Betacam SP (documentary produced in connection with the launching of the first issue of **fax!** November 1989).

- **fax!** poster, 40 cm x 60 cm, full-colour. Original design by Napo.

Where to apply?

To Clemi:
391, rue de Vaugirard, 75015 Paris
tel.: (33) 1 53 68 71 00; fax: (33) 1 42 50 54 74

Clemi can help you

- with advice on methodology, organisation, and training.

- through its publications (back-up materials, back issues of **fax!**)

- with information on the programme (calendar of events, addresses of back-up centres in France and elsewhere in Europe).

Appendix IX – Press coverage

The media give regular coverage to **fax!** projects, both in France and abroad (Spain, Switzerland, former USSR). Media for the general public (such as the regional press, magazines and regional radio and television news programmes) give the most coverage. The professional press is also very co-operative in passing on information (special bulletins and press releases are a regular source of information on programme developments). Youth media (both written publications and televised feature programmes) give regular coverage to **fax!** projects.

The media of the teaching profession are particularly interested in the methodology of the programme, while scientific reviews (especially on information/communication and sociology) have carried many articles mentioning the project and/or university communications concerning it.

Sales agents for publications of the Council of Europe
Agents de vente des publications du Conseil de l'Europe

AUSTRALIA/AUSTRALIE
Hunter Publications, 58A, Gipps Street
AUS-3066 COLLINGWOOD, Victoria

AUSTRIA/AUTRICHE
Gerold und Co., Graben 31
A-1011 WIEN 1

BELGIUM/BELGIQUE
La Librairie européenne SA
50, avenue A. Jonnart
B-1200 BRUXELLES 20

Jean de Lannoy
202, avenue du Roi
B-1060 BRUXELLES

CANADA
Renouf Publishing Company Limited
1294 Algoma Road
CDN-OTTAWA ONT K1B 3W8

CYPRUS/CHYPRE
MAM
The House of the Cyprus Book
PO Box 1722, CY-NICOSIA

DENMARK/DANEMARK
Munksgaard
Book and Subscription Service
PO Box 2148
DK-1016 KØBENHAVN K

FINLAND/FINLANDE
Akateeminen Kirjakauppa
Keskuskatu 1, PO Box 218
SF-00381 HELSINKI

GERMANY/ALLEMAGNE
UNO Verlag
Poppelsdorfer Allee 55
D-53115 BONN

GREECE/GRÈCE
Librairie Kauffmann
Mavrokordatou 9, GR-ATHINAI 106 78

IRELAND/IRLANDE
Government Stationery Office
Publications Section
Bishop Street, IRL-DUBLIN 8

ISRAEL/ISRAËL
ROY International
PO Box 13056
IL-61130 TEL AVIV

ITALY/ITALIE
Libreria Commissionaria Sansoni
Via Duca di Calabria, 1/1
Casella Postale 552, I-50125 FIRENZE

LUXEMBOURG
Librairie Bourbon
(Imprimerie Saint-Paul)
11, rue Bourbon
L-1249 LUXEMBOURG

NETHERLANDS/PAYS-BAS
InOr-publikaties, PO Box 202
NL-7480 AE HAAKSBERGEN

SDU Staatsdrukkerij/Uitgeverij
Christoffel Plantijnstraat 2 Postbus 20014
NL-2500 EA DEN HAAG

NORWAY/NORVÈGE
Akademika, A/S Universitetsbokhandel
PO Box 84, Blindern
N-0314 OSLO

PORTUGAL
Livraria Portugal, Rua do Carmo, 70
P-1200 LISBOA

SPAIN/ ESPAGNE
Mundi-Prensa Libros SA
Castelló 37, E-28001 MADRID

Librería Internacional Aedos
Consejo de Ciento, 391
E-08009 BARCELONA

Llibreria de la Generalitat
Rambla dels Estudis, 118
E-08002 BARCELONA

Llibreria de la Generalitat de Catalunya
Gran Via Jaume I, 38, E-17001 GIRONA

SWEDEN/SUÈDE
Aktiebolaget CE Fritzes
Regeringsgatan 12, Box 163 56
S-10327 STOCKHOLM

SWITZERLAND/SUISSE
Buchhandlung Heinimann & Co
Kirchgasse 17, CH-8001 ZÜRICH

TURKEY/TURQUIE
Pres Gazette Kitap
Nailibahce Sokak 15
Cagaloglu, TR-ISTANBUL

Yab-Yay Yayimcilik Sanayi Dagitim Tic Ltd
Barbaros Bulvari 61 Kat 3 Daire 3
Besiktas, TR-ISTANBUL

UNITED KINGDOM/ROYAUME-UNI
HMSO, Agency Section
51 Nine Elms Lane
GB-LONDON SW8 5DR

UNITED STATES and CANADA/
ÉTATS-UNIS et CANADA
Manhattan Publishing Company
1 Croton Point Avenue, PO Box 650
CROTON, NY 10520

STRASBOURG
Librairie internationale Kléber
1, rue des Francs-Bourgeois
F-67000 STRASBOURG

Librairie des Facultés
2-12, rue de Rome
F-67000 STRASBOURG

Librairie Kléber
Palais de l'Europe
F-67075 STRASBOURG Cedex

BEST COPY AVAILABLE

01 222

fax!, the European fax newspaper, is a stimulating educational programme, which enables pupils to gain expertise in the areas of media, active thinking, the production of information, as well as the actual production of a newspaper. This co-ordinated venture involves a timeframe and technical and educational back-up. It aims at encouraging secondary school pupils to produce by fax an international, multi-lingual newspaper at school. **fax**! opens up a new European dimension in the fields of new technologies, media, languages, research and data processing.
This monograph is published within the framework of the project "A secondary education for Europe".

Council of Europe Press

ISBN 92-871-2412-4

77